



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 153554

DfES Number: 520832

INSPECTION DETAILS

Inspection Date	23/09/2003
Inspector Name	Claudia Padfield

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	St Dominics Playgroup
Setting Address	St Dominic's Primary School Western Avenue, Woodley Reading Berkshire RG5 3BH

REGISTERED PROVIDER DETAILS

Name	The Committee of St Dominics Preschool Playgroup 1050082
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ORGANISATION DETAILS

Name	St Dominics Preschool Playgroup
Address	Western Avenue Woodley Reading Berkshire RG5 3BH

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

St Dominic's Pre-School Playgroup is open Monday to Friday 09.00 to 11.30 and 12.45 to 15.15 term time only. The pre-school employs eight staff, the majority of whom are qualified with suitable childcare qualifications. They have their own purpose built building, which is situated, in the grounds of St Dominic's School and they serve the local community. There is also an outdoor area attached to the building, which is used exclusively by the pre-school children. The area is quiet; shops, parks and local schools are nearby.

There are currently 46 children on from two and a half to five years on roll. This includes funded three and four year olds. Children attend for a variety of sessions. The setting supports children with special needs and who speak English as an additional language. The younger children attend the morning sessions and the four plus children attend the afternoon session. The deputy of the pre-school is a teacher who takes the four plus group. The pre-school also liaise on a regular basis with the school.

How good is the Day Care?

St Dominic's Pre-School offers good quality care for children.

The staff have clear roles and responsibilities which are carried out effectively to support the care of the children. Good use is made of the premises to provide an interesting environment in which children feel settled and secure. All documentation is in place and correctly completed by staff. Child protection policy needs updating.

Staff act as good role models regarding health and safety issues. An area of safety with regard to the outside play area is in need of improvement. Children understand staff expectations and show physical independence in the bathroom and during preparation for outdoor play, however children lack the opportunities of choice and independence during snack time. Staff are updated of current practises and support children during activities to think for themselves.

Children enjoy and are eager to participate in a variety of activities. Staff skilfully support all children to become successful in activities. Good relationships are evident. Staff use praise and encouragement freely boosting the children's self-confidence and self esteem. The children behave well in response to staff's high expectation.

Staff are welcoming to parents and exchange information about their child's time at pre -school. Parents receive detailed information as the children settle at pre-school and have regular updates through newsletters and the noticeboards. However, parents lack direction during sessions when they attend as a helper.

What has improved since the last inspection?

Not applicable

What is being done well?

- The staff team work well together in order to provide good levels of support and care for the children that attend.
- The premises are well presented and encourage children' learning.
- Staff have a good awareness of health and safety issues.
- Children develop confidence and a sense of security in their surroundings. Children relate well to each other and to staff. Staff foster independence in personal care and hygiene in the children.
- Children behave well in response to high staff expectations.
- Staff have good communication and relationships with parents

What needs to be improved?

- children's independence during snack time
- clearing of rubbish from side of building
- child protection contacts need updating
- information for parent helpers regarding duties and responsibilities.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
4	Remove rubbish from the side of the building.
13	Update child protection contacts

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

St Dominics Pre School is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals.

Teaching is generally good and has an impact on the children's learning through a range of practical activities. Staff provide good levels of support throughout the session. However, the group lack opportunities to challenge the older more able child in some activities. Staff have a sound knowledge of the foundation stage and will be introducing the new profile into the children's records. The children respond well to staff's high expectation regarding behaviour.

The nursery accommodation and wide range of well-organised resources has a positive impact on the children learning; allowing the children to be confident and independent. Staff work well as a team to support and meet the children needs. Staff attend and update training on a regular basis.

Leadership and management is generally good. The group has a clear vision and manage change well; staff support each other effectively. Staff are well deployed and plan a variety of interesting activities to extend the children's learning. However plans lack evaluation in order to provide suitable challenges for all children.

The partnership with parents is generally good and contributes to the children's learning. Parents receive clear information and have regular opportunities to share their observations with staff.

What is being done well?

- Staff foster confidence and social skills on a daily basis; they effectively nurture children's personal, social and emotional development.
- Children actively participate in activities provided, are interested in their play, and enjoy each other's company.
- Parents are welcomed into the nursery and receive regular information about the nursery and their child's achievements.
- Children articulate thoughts and wishes effectively with adults and peers.
- Staff work well as a team and support each other.

What needs to be improved?

- planning so that staff can identify the children that require further challenges during small group activities and evaluation of how to implement such challenges

- assessment to inform the planning.

What has improved since the last inspection?

The group has made generally good progress since the last inspection. They have updated the prospectus and provide parents evenings for the parents of funded children. With parent consultation, they have written a fresh behaviour policy. Parents enjoy the keyworker system and children benefit from the consistency.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children have positive attitudes to learning. Relationships are good and children show consideration and support for others. They are confident in their interaction with staff and can express themselves well. Children respond appropriately to the clear expectations for acceptable behaviour. Children are respectful and show sensitivity to others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children communicate and listen well to each other and adults. Staff provide some good activities which appropriately foster language and literacy skills. Staff provide a range of good opportunities for children's early name and letter recognition. However, there are missed opportunities to extend and challenge the more able children. Staff continually use open-ended questions when talking to the children. Children spoke confidentially to staff, visitors and each other.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Staff use music and rhymes well to encourage children in counting skills. However, planning does not challenge more able children; resulting in missed opportunities to develop children's mathematical understanding during wider activities. Missed opportunities during tower building activity to hold the children's attention and challenge the children in the group.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are confident when exploring and investigating. Lack of planning leads to missed opportunities when using the computer with adult support. Children use appropriately the good range of resources for construction that are on offer. Children talk about past and present events in their own lives, and effectively learn about the lives of others.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Staff provide a good range of appropriate activities to promote children's physical skills. Staff make good use of indoor activities to encourage children's awareness of space. They provide children with a good range of enjoyable resources in the outdoor area. Children are encouraged to learn useful information about health and hygiene.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children participate enthusiastically both in free-choice, imaginative play and stories, and in adult led songs and rhymes. Displays showed the different mediums used. Staff plan topics to enable children to have opportunities to extend their learning through role play.	
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- develop planning to evaluate the children's learning and provide sufficient challenge
- use of assessments to feed planning.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.